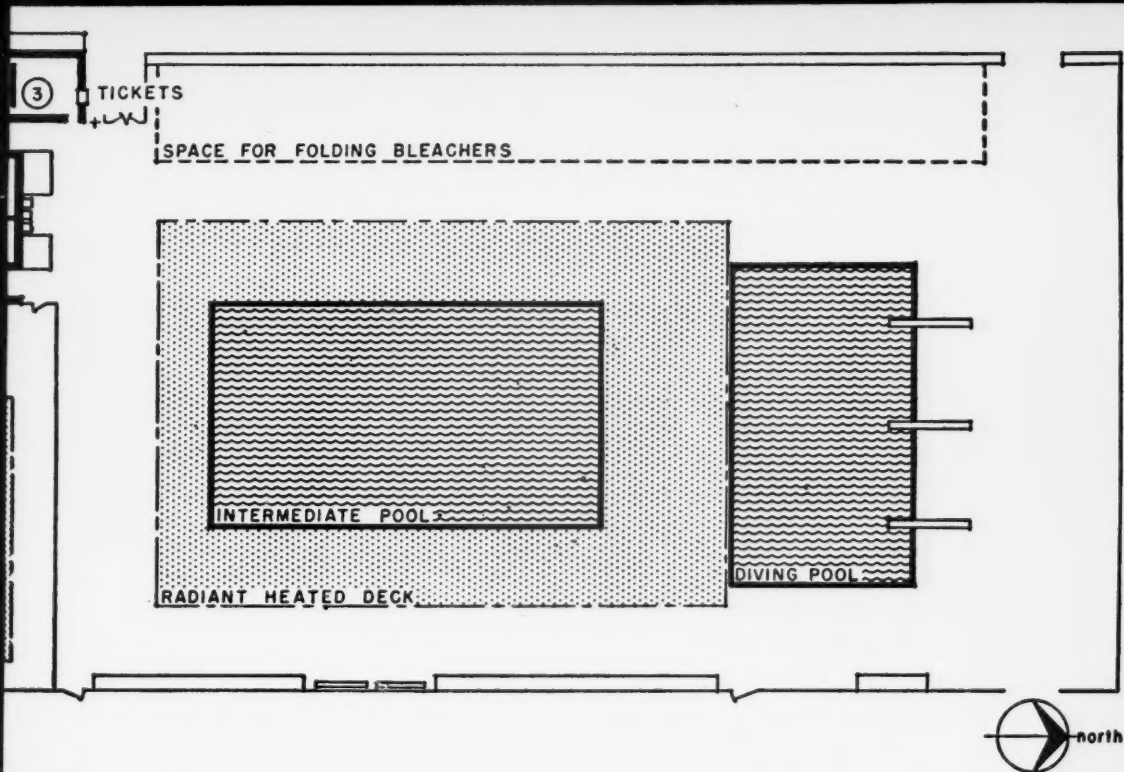
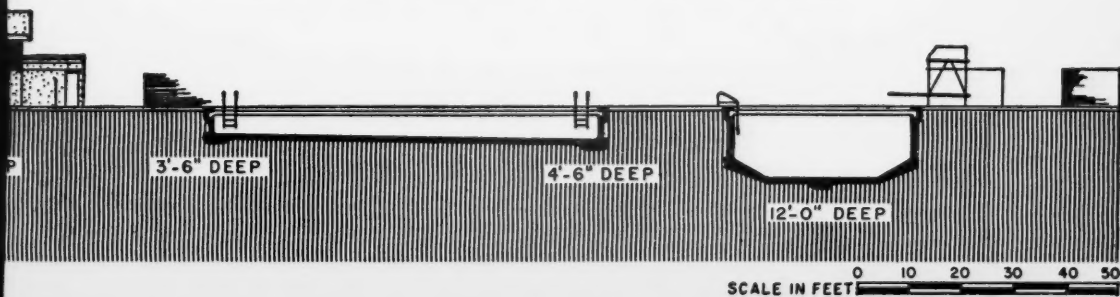


CALIFORNIA SCHOOLS



EL MONTE COMMUNITY SWIMMING POOLS



AUGUST 1955

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ROY E. SIMPSON
Superintendent of Public Instruction

EDITOR
IVAN R. WATERMAN
Chief, Bureau of Textbooks and Publications

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CONTENTS

	Page
Meeting of Executive Committee for the Governor's Conference on Education	423
Identification of Aurally Handicapped School Children in Santa Clara County	425
Apportionments of the State School Fund for the Fiscal Year 1954-55	430
Highlights of the Santa Barbara Conference of the California Council on Teacher Education	436
Departmental Communications	445
Interpretations of Law Applicable to Schools	448
For Your Information	451
Professional Literature	455
Directory, California State Department of Education	459

THE COVER ILLUSTRATION shows the plan of triple swimming pools at El Monte, adjacent to El Monte High School. These aquatic facilities are part of a complete recreational center which includes a general library, recreation rooms for youth groups, and multi-use rooms for community dances, club meetings, auditorium programs. The site was provided by the City of El Monte and bonds for the project were voted by the citizens, to be financed through a city sales tax. The heated water and decks permit year-round use of the pools. The high school leases the pools from the city during the school year. On evenings and weekends during the school year, and all day and evening during the summer, the pools are operated by the city's Park and Recreation Commission. This project was the result of co-operative planning by the City Council, Mayor Johnson, City Administrator King, Chairman Allen of the Parks and Recreation Commission, the El Monte Union High School District Board and District Superintendent Bergstrom, with Architects Kistner, Wright & Wright and Civil Engineers Brooks & Miller. Charles D. Gibson of the State Department of Education acted as planning consultant.

MEETING OF EXECUTIVE COMMITTEE FOR THE GOVERNOR'S CONFERENCE ON EDUCATION

MRS. JANE HOOD, *Assistant to the Superintendent of Public Instruction*

The Governor's Conference on Education to be held in Sacramento on September 30 and October 1, 1955, is part of a national plan to focus citizen interest on local, state, and national problems of education through state conferences which will be followed by a national White House Conference on Education in Washington, November 28 to December 1, 1955. These conferences will offer to lay citizens and educators the opportunity to identify, discuss, and seek solutions to their educational problems.

Six areas of study have been defined for the national conference. The California conference will follow the national conference in content, committee structure, and general organization. Governor Goodwin Knight has invited the California Education Study Council to make the plans for the California conference. Several planning meetings have been held this spring, and a Chairman, Vice-Chairman, Co-ordinator have been appointed, as well as leaders of subcommittees in each of the study areas.¹

A meeting to continue the planning for the Governor's Conference on Education was held in Sacramento on June 20, 1955. Members of the Executive Committee of the California Education Study Council met with Gardiner Johnson, the Conference Chairman, and Mrs. P. D. Bevil, the Conference Vice-Chairman. Chairmen, vice-chairmen, and consultants for each of the six discussion topics were invited to the meeting, including the following consultants from the State Department of Education recently appointed by Superintendent of Public Instruction Roy E. Simpson:

DEPARTMENT OF EDUCATION CONSULTANTS

Committee No. 1: "What Should Our Schools Accomplish?"

Donald E. Kitch, Chief, Supplemental Education Services

Mrs. Jane Hood, Assistant to the Superintendent of Public Instruction

Committee No. 2: "In What Ways Can We Organize Our School Systems More Efficiently and Economically?"

Drayton B. Nuttall, Chief, Bureau of School District Organization

Floyd E. Taylor, Field Representative, Bureau of School District Organization

Committee No. 3: "What Are Our School Building Needs?"

Charles D. Gibson, Supervising Field Representative, School Planning

Marion B. Sloss, Chief, Bureau of Administrative Services

¹ Details regarding plans made and names of persons appointed to committees are given in an article on "The Governor's Conference on Education," in *California Schools*, XXVI (July, 1955), 357-67.

Committee No. 4: "How Can We Get Enough Good Teachers—And Keep Them?"

James C. Stone, Specialist in Teacher Education

James B. Enochs, Specialist in State College Curricula

Committee No. 5: "How Can We Finance Our Schools—Build and Operate Them?"

Frank M. Wright, Associate Superintendent of Public Instruction and Chief, Division of Public School Administration

Ronald W. Cox, Assistant Division Chief, School Administration

Committee No. 6: "How Can We Obtain a Continuing Public Interest in Education?"

Henry W. Magnuson, Chief, Bureau of Education Research

Carl A. Larson, Consultant in Education Research

The decisions and arrangements made at this meeting are summarized in the following paragraphs.

The selection of members for the six conference study committees was completed. These committees have the immediate task of preparing study materials on each of the six conference topics, and will probably be expected to carry special responsibilities in the related discussion groups at the conference. An alternate for each committee member is to be invited, to insure committees of specified size and the ratio of two lay people to one educator.

Preparations were made for the production of study guides in each of the six areas of the conference. It is expected that in addition to their use in the Governor's Conference on Education, these guides may be used in the community conferences on education that may follow the state conference. Consideration will be given to enrollment predictions through 1960 in the development of these materials.

Chairmen and consultants in each committee have arranged to prepare preliminary outlines and drafts of study guides for each section. A full meeting of all six committees is planned during the latter part of July to complete these guides so that they may be printed and available for mailing to conference delegates in September.

A survey of facilities in Sacramento indicates that approximately 3,000 delegates can be accommodated, and it was decided to organize the conference on the basis of this number.

The selection of delegates will take place largely through organizations of lay and professional organizations whose members are interested in the problems of education. The ratio of two lay people to one professional educator is to be maintained.

The Governor's Conference on Education will consider junior college problems along with those of other California secondary schools, although the emphasis will be on grades one through twelve as has been recommended by the planning committee for the White House Conference.

IDENTIFICATION OF AURALLY HANDICAPPED SCHOOL CHILDREN IN SANTA CLARA COUNTY

VIVIAN LYNNDELLE, *Consultant in Education of the Hard of Hearnig*

Testing the hearing of children enrolled in the public schools has been mandatory since 1947, and the test results are recorded for consideration in determining class placement and special instructional needs of pupils.¹ The responsibility for identification and education of aurally handicapped children is shared by the school district² and the county superintendent of schools.³

The rapid growth of population in California has multiplied the problems attendant upon the carrying out of this responsibility.⁴ Crowding of school buildings has left very little suitable space that can be given over to, and equipped for, an adequate program of testing hearing or for the special classes needed for instruction of children found to have hearing impairment. The actual number of children to be tested in the public schools of the state has increased steadily in the past five years, as shown by the following tabulation:

School level	Enrollment on March 31 ⁵					
	1950	1951	1952	1953	1954	1955
Kindergarten	126,464	135,078	180,668	183,552	210,984	222,402
Grades 1 to 8.....	1,104,316	1,170,221	1,244,912	1,351,501	1,453,196	1,562,951
Grades 9 to 12.....	357,117	362,216	380,472	404,931	439,304	469,449
Total	1,587,897	1,667,515	1,806,052	1,939,984	2,103,484	2,254,802
Increase over preceding year.....	70,753	79,618	138,537	133,932	163,500	153,318

The over-all increase in the five-year period has been 666,905, or 42 per cent, an average of 133,381 a year.

The best available estimates indicate that from 5 to 7 per cent of the school population in the United States have some hearing impairment.⁶ It can therefore be assumed that among the pupils attending California public schools in 1950 there were at least 80,000 whose hearing needed attention of some kind, and that this number has increased at the rate of about 6,700 per year until there are now at least 112,000 such pupils.

¹ Education Code Section 16482.

² Education Code Section 9601ff.

³ Education Code Section 9641.

⁴ The population of California according to the 1950 census was 10,586,223. On January 1, 1955, it was estimated at 12,833,000, an increase of 2,247,677 (21.2%), since 1950.—*The Tax Digest*, XXXII (December, 1954), 416-17.

⁵ From semiannual reports by the Bureau of Education Research.

⁶ *A Guide for Hearing Testing of School Children in the Public Schools of California* . . . Sacramento 14: California State Department of Education, 1954, pp. 2-3.

Efforts are being made to meet the need for identification of these aurally handicapped children. In 1949 an experimental program introduced in San Luis Obispo County proved that a mobile unit for testing hearing is a convenient and efficient means of providing the necessary environment for obtaining valid testing results. It also demonstrated that a reorganization of the testing program could speed up identification of pupils with impaired hearing, thereby facilitating medical referral and special education.

Santa Clara County has been another proving ground for the practicability of the mobile unit. The magnitude of the testing task in that county is indicated by the fact that its resident population rose from 290,547 in 1950 to 403,900 in 1955,¹ an increase of 113,353 (39 per cent) in five years. The school population of the county in kindergarten and grades one through twelve (excluding the San Jose and Palo Alto city unified school districts) increased more than 16 per cent in a single year—from 44,982 on March 31, 1954, to 52,394 on March 31, 1955.²

To facilitate the educational program for the aurally handicapped in its public schools, Santa Clara County began to use a mobile hearing testing unit in the fall of 1954. The unit was financed from the county school service fund allocated to the office of the County Superintendent of Schools from the State School Fund, and was built at a cost of \$10,000 to specifications approved by the Bureau of Special Education. The specifications and also the reorganization of the testing program occasioned by its use were the result of study and planning conducted jointly by the County Superintendent of Schools and his staff³ and the Consultant in Education of the Hard of Hearing, State Department of Education.

The self-powered unit, custom-built and partially sound-proofed, is 238 inches long, including the driving compartment. It has a seating capacity of 20. The seating arrangement resembles that of an airplane, with a single row of desks on one side and a double row on the other, allowing an aisle between the rows for convenience of movement by children and audiometrist. The desks, designed by John P. Satterstrom, Supervisor of Industrial Arts, vary in size to accommodate children from multigraded classes. Each desk has a built-in drawer for storing a set of earphones when it is not in use.

Electrical power for heat, light, ventilation, and operation of the testing equipment is supplied through an extension cable connected to a

¹ *The Tax Digest*, XXXII (December, 1954), 417.

² Mobile units are also currently in use by the offices of county superintendents of schools in Butte, Kern, Merced, Monterey, Shasta, Stanislaus, Sutter, and Tehama counties, in the city school systems of Eureka, Modesto, Palo Alto, Richmond, and Stockton, and in Wiseburn elementary school district of Los Angeles County.

³ Superintendent O. S. Hubbard and the following members of his staff assisted in the study: Mrs. Nan Allan, Director of Pupil Personnel Services; Mrs. Leta Timberlake, Consultant in Speech and Hearing Education; John P. Satterstrom, Supervisor of Industrial Arts; and Mrs. Eugenia Sorenson, County School Audiometrist.

power outlet of the school circuit. Additional heat to warm the unit in advance of tests is provided through the motor of the vehicle. Accessory lights are operated from the battery.

Front and rear openings allow for easy entrance and exit of children. To prevent interruption of tests, the rear door opens only from the inside.

The equipment which has been installed includes a group speech audiometer and a group puretone audiometer for screening purposes and also a puretone threshold audiometer for individual diagnostic testing.

The schedule of service by the mobile unit, operated by a single audiometrist, was set up three months in advance of the opening of school for the fall term, as follows:

119 days were scheduled for testing pupils at elementary schools

19 days were scheduled for testing pupils specially referred from the central county office

9 days were scheduled for testing high school pupils

6 days were allowed for adjustments in the schedule if needed because of attendance beyond the estimated 10 per cent increase

153 total days scheduled for testing, 1954-55

The grades to be tested were the first, third, fifth, seventh, ninth, and twelfth. Pupils in the first grade were scheduled for testing in groups of 4; pupils in the other grades were tested in groups of 20.

The following is a typical daily schedule for the mobile unit and its operator:

TYPICAL DAILY SCHEDULE

8:30 to 9:00 a.m.	Drive to school, check equipment
9:00 to 9:20 a.m.	Preparation for day's work
9:20 to 9:40 a.m.	Test first group
9:40 to 10:00 a.m.	Test second group
10:00 to 10:20 a.m.	Correct test cards
10:20 to 10:40 a.m.	Test third group
10:40 to 11:00 a.m.	Test fourth group
11:00 to 11:20 a.m.	Recess
11:20 to 11:40 a.m.	Test fifth group
11:40 to 12:00 noon	Test sixth group
12:00 to 1:00 p.m.	Lunch hour
1:00 to 1:10 p.m.	Preparation for afternoon tests
1:10 to 1:30 p.m.	Test seventh group
1:30 to 1:50 p.m.	Test eighth group
2:00 to 3:30 p.m.	Giving threshold puretone test
3:30 to 4:30 p.m.	Completing records, holding conferences
4:30 to 5:00 p.m.	Return to county headquarters

When this schedule was proposed, it was estimated that 10,000 children would receive complete hearing testing service in the first year.¹

The schedule as set up has been maintained and, in general, the daily routine has been followed, although some adjustments have been made

¹ "Complete service" means that each child receives the screening test, and if these results appear inconclusive a threshold test is conducted. The case is then referred to the nurse for medical follow-up and to the Department of Pupil Personnel Services of the office of the County Superintendent of Schools for further study.

at the schools which are operating on double session. By March 31, 1955, a total of 5,815 children had been tested. Of these, 1,616 were enrolled in the first grade. Of the entire number, 392 (7 per cent) have been referred to the proper agencies for follow-up attention.¹

On the basis of the results to date, it can be estimated that there are in Santa Clara County between 2,400 and 3,400 children enrolled in grades above the kindergarten who need instruction in remedial classes and that from 35 to 50 of this number are sufficiently handicapped to require their attendance in special day classes conducted for the aurally handicapped.

The program of remedial instruction for aurally handicapped children in Santa Clara County is under the direction of the consultant in speech and hearing in the Department of Pupil Personnel Services. Children discovered to have hearing impairment are referred to this department for further study to determine the extent of the handicap and to be provided with the type of special education best suited to the educational needs of each.

Twenty teachers of speech correction and lip reading are currently employed by school districts in the county. All of these teachers hold California credentials authorizing them to do speech correction and to teach lip reading to hard-of-hearing children. Children with hearing impairment are now receiving instruction in remedial classes. This program is co-ordinated through the office of the consultant in speech and hearing in the Department of Pupil Personnel Services.

On the basis of the work being accomplished by use of the mobile unit during the present year, it can be estimated that by employment of an additional audiometrist half time and by increasing the number of days scheduled for service by the mobile unit from 153 to 212, it will be possible to test 20,000 children during 1955-56. The following plan of operation is proposed, by contractual agreement with the County Superintendent of Schools:

- 24 school districts having less than 901 pupils in average daily attendance will receive complete testing service
- 8 school districts having 901 or more units of average daily attendance will receive complete testing service
- 7 school districts having 901 or more units of average daily attendance will receive partial (screening) service
- 8 high school districts will be served, 4 with complete service and 4 with partial service

¹ The steps involved in bringing assistance to pupils with hearing problems are referred to as the follow-up. These steps include (1) notifying the parents of the pupil's problem; (2) seeing that the pupil is provided medical examination [Ed. Code Sec. 16483] and treatment; (3) securing information as to the pupil's hearing status [Ed. Code Sec. 17252] after examination and treatment; and (4) providing any needed special educational and vocational programs. Cf. *Guide for Hearing Testing of School Children* . . . Chapter III, "The Follow-up to the Hearing Testing Program," 13-19; and Vivian Lynndelle, *Education of the Aurally Handicapped*, Bulletin of the California State Department of Education, Vol. XXII, No. 2, January, 1953.

Plans are now going forward for establishment of a center in Santa Clara County to serve pupils who are severely hard of hearing. Further study is necessary to determine the needs for housing and equipment for the expected number of 35 to 50 such children.

APPORTIONMENTS OF THE STATE SCHOOL FUND FOR THE FISCAL YEAR 1954-55

RALPH R. BOYDEN, *Chief, Bureau of School Apportionments and Reports*

The Constitution of the State of California sets the minimum amount of the State School Fund for any fiscal year by specifying the amount to be placed in that Fund for each unit of average daily attendance in the preceding fiscal year. It requires that the entire amount of the Fund be apportioned in each fiscal year for the support of the public schools.

By August, 1954, the average daily attendance in the public schools during the preceding fiscal year, 1953-54, had been reported, reviewed, and the total compiled as 2,208,396 units. At the Constitutional rate of \$180 per unit of a.d.a., the minimum amount of the State School Fund was then determined to be \$397,511,280.00. By December, 1954, the collection and review of reports of excess expense of automobile driver training was completed. It was found that 75 per cent of the excess expense, not exceeding \$30 per pupil trained, amounted to \$699,669.49. The law directed that this amount, to be apportioned to the reporting school districts, should be added ¹ to the Constitutional minimum amount of the State School Fund. Thus the total amount of the State School Fund for the fiscal year 1954-55 was fixed at \$398,210,949.49 in December, 1954.

The Principal Apportionment ² of the State School Fund in an amount exceeding \$355,000,000.00 was made on September 15, 1954. This apportionment included Basic State Aid of \$120 per unit of a.d.a. for each school district (not less than \$2400 for any school district), State Equalization Aid, allowances for adults, and allowances for County School Service Funds. The Controller disbursed the Principal Apportionment in ten substantially equal installments by warrants drawn to county treasurers in the months of September, 1954, through June, 1955.

The Special Purpose Apportionment ³ in an amount exceeding \$15,000,000.00 was made on December 10, 1954. This apportionment in-

¹ The amount to be apportioned for excess expense of automobile driver training is the only addition to the Constitutional minimum amount of the State School Fund. Prior to the Constitutional amendment of November 4, 1952, and the statutory changes made by the 1953 session of the Legislature, a number of items were added to the Constitutional minimum by legislative direction.

² "Apportionment of the State School Fund," *California Schools*, XXV (November, 1954), 459-462.

³ "Apportionment of the State School Fund, 1954-55," *California Schools*, XXVI (February, 1955), 53-55. The Principal Apportionment and the Special Purpose Apportionment were set forth in detail in *Apportionment of the State School Fund for the Fiscal Year Ending June 30, 1955: Part I—Principal Apportionment; Part II—Special Purpose Apportionment*; Sacramento: California State Department of Education, June, 1955, xix and 232.

cluded allowances for the excess expense of special education of physically handicapped and mentally retarded minors, for the transportation of certain physically handicapped and severely mentally retarded minors, for the excess expense of automobile driver training, and for the transportation of pupils. It also included some amounts that had been withheld at the time of the Principal Apportionment because of the employment of an insufficient number of teachers in small elementary schools during the preceding fiscal year and that were subsequently released in the case of those districts which had employed the required additional number of teachers by November 10, 1954. The State Controller disbursed to the counties four-tenths of the Special Purpose Apportionment in December, 1954, and one-tenth in each of the remaining six months, January through June, 1955.

The First Period Apportionment for Growth ¹ was made on February 15, 1955, in an amount exceeding \$10,000,000.00 This apportionment was disbursed by the Controller as a lump sum amount during the month of February.

The Second Period Apportionment for Growth in regular day schools was certified by the Superintendent of Public Instruction to the State Controller on June 23, 1955, in the amount of \$15,900,451.20. The First and Second Period Apportionments for Growth were designed and authorized by law to provide state assistance to those school districts of the state which have experienced serious financial problems due to the rapidly increasing numbers of pupils in attendance.

The First Period Apportionment for Growth is based upon growth in the average attendance ² in regular day schools in each district during the full school months of the current fiscal year, ending not later than December 31, beyond the average attendance of the corresponding period of the preceding fiscal year. The Second Period Apportionment for Growth is based upon the growth in average attendance in regular day schools in each district during the full school months following the First Period and ending not later than May 15 beyond the average attendance of the corresponding period of the preceding fiscal year.

A comparison of the First and Second Period Apportionments for Growth in 1954-55 with the First and Second Period Apportionments for Growth made during the preceding fiscal year is shown in Table 1.

Growth in average attendance, as shown in Table 1, represents total growth in those districts which reported growth and which received allowances for growth, in comparison with the average attendance of

¹ "First Period Apportionment for Growth," *California Schools*, XXVI (April, 1955), 188-191.

² The term "average attendance" is employed with reference to a period which represents a portion of the fiscal year. The term "average daily attendance" is employed for measurement on the fiscal year basis.

the corresponding periods of the preceding fiscal year. Loss in attendance in the districts which experienced a loss, and the gains or loss in attendance in certain districts which did not receive an allowance, have not been included.

TABLE 1

SUMMARY OF GROWTH IN AVERAGE ATTENDANCE AND AMOUNTS APPORTIONED, 1954-55, AND COMPARATIVE FIGURES OF 1953-54

Fiscal year and level of attendance	First period (February)			Second period (June)			Total amount apportioned (Col. 4 plus Col. 7)
	Number of districts	Growth in average attendance	Amount apportioned	Number of districts	Growth in average attendance	Amount apportioned	
1	2	3	4	5	6	7	8
Fiscal year 1954-55							
Elementary school.....	816	122,785	\$7,630,941.31	812	124,647	\$11,821,565.87	\$19,452,507.18
High school.....	279	34,121	1,901,114.79	280	31,352	2,647,044.34	4,548,159.13
Junior college.....	51	21,248	1,068,244.70	50	18,266	1,431,840.99	2,500,085.69
Total.....	1,146	178,154	\$10,600,300.80	1,142	174,265	\$15,900,451.20	\$26,500,752.00
Fiscal year 1953-54							
Elementary school.....	788	131,438	\$7,421,163.66	800	129,448	\$11,304,142.36	\$18,725,306.02
High school.....	279	35,355	1,803,404.96	272	36,378	2,807,267.51	4,610,672.47
Junior college.....	39	7,331	327,833.79	49	10,963	782,215.72	1,110,049.51
Total.....	1,106	174,124	\$9,552,402.41	1,121	176,789	\$14,893,625.59	\$24,446,028.00

The law reserves \$12 of the \$180 per unit of a.d.a. in the State School Fund for apportionments for growth. Forty per cent of this portion of the Fund is available by law for the First Period Apportionment for Growth and the remainder for the Second Period Apportionment for Growth. The total of the computed allowances for all districts for the First Period exceeded the amount available; and a correction factor was necessary, reducing computed allowances by approximately 1.5 per cent. The total of the computed allowances for all districts for the Second Period also exceeded the amount available; and a correction factor was necessary, reducing computed allowances by approximately 8 per cent.¹

¹ The amounts available for the First and Second Period Apportionments for Growth were \$10,600,300.80 and \$15,900,451.20, respectively. The computed allowances were \$10,762,879.18 and \$17,281,496.98, respectively. The total of the computed allowances for both periods was \$28,044,376.16, which would have required approximately \$12.70 per unit of a.d.a. during the preceding fiscal year instead of the \$12.00 reserved by law. The exact correction factors were .98489453 and .92008529, respectively.

During the preceding fiscal year, 1953-54, no correction factor was necessary for the First Period Apportionment for Growth; but a correction factor reducing computed allowances by approximately 19.5 per cent was required at the time of the Second Period Apportionment for Growth.

The Final Apportionment for the fiscal year was certified by the Superintendent of Public Instruction to the State Controller on June 24, 1955, in the amount of \$702,752.91. As the name implies, this apportionment consisted of the amount remaining in the State School Fund on June 24, after deducting the total of the first four apportionments from the total amount of the Fund for the fiscal year. It consisted of balances remaining, after actual allowances were made, of the amounts reserved by law for certain apportionments.

There was a remainder, in September, 1954, of \$280,951.96 of the amount available for apportionment to County School Service Funds. In December, 1954, there were remainders of \$137,658.93 of the amounts withheld because of the employment of an insufficient number of teachers in small elementary schools, of \$253,193.78 of the amounts available for the excess expense of special education or for the transportation of certain exceptional minors, and of \$30,948.24 after applying the provisions of Education Code Section 7019(a) to the reports of expense of transportation of pupils. The total of these four remainders was the amount of \$702,752.91 previously mentioned. As directed by law, this amount was prorated at \$0.47565162 per unit of a.d.a. to the elementary school districts which received State Equalization Aid in the Principal Apportionment in September, 1954. This is called the Final Apportionment.

The Second Period Apportionment for Growth and the Final Apportionment were disbursed by the Controller on June 24, 1955. This enabled county treasurers to receive the money, and county and district officials to account for the revenue, several days before the close of the fiscal year.

Full details regarding the two Apportionments for Growth, the Final Apportionment, the total amount apportioned to each school district during the entire fiscal year, and other pertinent information relating to apportionments are now being published.¹

A summary of the five apportionments during the fiscal year 1954-55 by counties is presented in Table 2. This table also includes a column showing the per cent of increase or decrease for each county in the total of the five apportionments for the fiscal year 1954-55 over the corresponding total of apportionments for the fiscal year 1953-54.

¹ Apportionments for Growth and Final Apportionment from the California State School Fund for the Fiscal Year Ending June 30, 1955: Part III—First Period Apportionment for Growth; Part IV—Second Period Apportionment for Growth; Part V—Final Apportionment. Sacramento: California State Department of Education, 1955.

TABLE 2
SUMMARY OF ALL APPORTIONMENTS
FROM THE STATE SCHOOL FUND FOR THE FISCAL YEAR 1954-55

Co. No.	Counties	Part I— Total Principal Apportionment (Sept. 15, 1954)	Part II— Spec. Purpose Apportionment (Dec. 10, 1954)	Part III— First Period Growth Apportionment (Feb. 15, 1955)	Part IV— Second Period Growth Apportionment (June 23, 1955)	Part V— Final Apportionment (June 24, 1955)	Total—All Apportionments	Per cent of Increase or Decrease 1954-55 as com- pared to 1953-54
1	Alameda	\$22,153,825 11	\$639,790 60	\$578,873 85	\$887,944 94	\$46,840 26	\$24,307,274 76	9.21
2	Alpine	10,755 00					10,755 00	-4.25
3	Amador	458,972 40		2,974 87	3,450 18	580 77	488,440 26	-3.59
4	Butte	2,656,076 46	145,525 66	61,346 44	79,777 13	4,778 40	2,947,504 09	6.73
5	Calaveras	378,338 29	47,172 66	4,350 85	4,915 78	607 41	435,384 99	-3.40
6	Colusa	394,591 42	19,097 33	8,119 11	7,217 99	359 11	429,384 96	-3.35
7	Contra Costa	13,791,197 55	467,046 52	397,831 83	573,903 48	26,774 91	15,256,754 29	6.96
8	Del Norte	463,926 05	46,245 14	25,134 90	31,735 99	971 28	568,013 36	15.51
9	El Dorado	612,566 73	56,737 28	10,633 74	10,510 77	943 22	691,391 74	6.76
10	Fresno	11,992,315 79	654,742 75	368,899 49	457,444 77	22,870 28	13,496,273 08	6.71
11	Glenn	608,776 57	26,880 49	12,189 97	13,527 81	1,060 23	662,435 07	7.02
12	Humboldt	3,649,633 60	231,933 31	131,639 31	184,696 48	6,319 03	4,204,221 73	9.53
13	Imperial	3,003,484 06	106,787 28	41,890 10	72,293 70	5,554 66	3,230,009 80	5.83
14	Inyo	447,881 07	35,009 99	8,574 07	12,102 81	338 19	503,906 13	4.68
15	Kern	9,599,425 82	549,164 45	220,082 18	323,092 43	18,658 86	10,710,423 74	6.47
16	Kings	1,781,857 77	95,804 25	35,118 99	33,997 04	3,489 38	1,950,267 82	-5.0
17	Lake	465,982 17	32,890 20	6,385 80	7,402 97	430 46	513,091 60	-2.25
18	Lassen	894,168 97	19,126 52	9,415 49	11,030 35	1,446 94	935,188 27	-1.82
19	Los Angeles	124,246,660 97	4,772,687 14	3,668,564 23	5,420,792 88	275,278 14	138,383,983 36	9.37
20	Madera	1,650,120 85	145,331 61	26,176 54	49,567 04	3,100 30	1,874,296 34	-9.4
21	Marin	3,245,978 35	110,660 10	109,777 29	174,349 34	6,107 36	3,646,872 44	9.07

22	Mariposa.....	182,564 28	52,913 34	2,611 45	207 02	290 63	238,586 72	-5.46
23	Mendocino.....	2,009,481 71	168,949 45	63,819 50	93,242 11	3,353 34	2,338,846 11	6.53
24	Merced.....	2,984,236 00	242,608 40	60,135 92	83,090 39	5,807 71	3,375,878 42	3.66
25	Modoc.....	353,452 38	23,953 84	6,727 91	6,321 62	506 09	390,961 84	-3.53
26	Mono.....	66,354 16	13,905 74	184 52	1,220 10	18 55	81,683 07	9.62
27	Monterey.....	4,222,654 09	202,586 95	115,759 87	173,887 15	8,491 81	4,723,379 87	5.43
28	Napa.....	1,522,694 61	80,832 57	59,454 23	84,962 78	2,854 86	1,750,799 05	12.97
29	Nevada.....	587,344 11	28,611 26	5,454 23	8,528 15	908 02	634,256 31	1.23
30	Orange.....	8,935,745 61	363,331 40	8,864 77	1,048,230 04	15,475 80	10,974,797 08	23.15
31	Placer.....	1,652,892 66	110,715 86	61,014 23	75,120 95	2,729 76	1,892,459 78	10.32
32	Plumas.....	355,308 00	26,049 30	51,000 55			1,892,459 78	10.32
33	Riverside.....	6,351,564 81	312,554 01	179,447 50	250,094 01	13,476 64	7,107,136 97	6.42
34	Sacramento.....	11,763,889 52	509,592 44	428,110 54	698,008 96	22,925 93	13,422,527 39	10.89
35	San Benito.....	424,011 79	23,581 39	8,201 11	598,284 22	674 48	468,299 70	7.07
36	San Bernardino.....	13,513,160 23	601,605 77	431,445 75	598,284 22	24,608 31	15,169,104 28	8.06
37	San Diego.....	19,406,468 93	897,097 94	615,517 97	1,031,612 61	42,817 68	21,993,515 13	6.12
38	San Francisco.....	10,204,482 08	731,878 99	145,005 75	177,413 48		11,258,780 30	4.18
39	San Joaquin.....	7,188,045 16	209,117 18	140,742 34	200,604 79	14,472 65	7,752,982 12	6.95
40	San Luis Obispo.....	2,280,688 46	157,661 73	29,007 71	64,363 47	3,787 62	2,535,508 99	4.31
41	San Mateo.....	8,745,221 23	223,423 11	422,183 39	640,733 22	19,311 45	10,050,872 40	15.71
42	Santa Barbara.....	2,779,018 27	136,158 99	68,115 50	104,467 05	5,480 46	3,093,240 27	5.99
43	Santa Clara.....	11,396,971 42	582,096 20	537,246 47	942,174 32	25,857 38	13,484,345 79	15.03
44	Santa Cruz.....	1,653,558 59	133,412 87	43,994 92	60,061 29	2,317 85	1,893,345 52	3.22
45	Shasta.....	1,959,832 99	174,486 91	56,823 00	76,569 79	3,016 58	2,270,729 27	6.95
46	Sierra.....	191,043 52	14,661 47	8,095 13	5,823 63	220 23	219,843 98	16.77
47	Siskiyou.....	1,431,592 62	74,727 02	30,005 67	43,365 43	2,309 76	1,582,000 50	.30
48	Solano.....	4,180,197 99	85,061 82	65,493 29	72,124 03	7,729 81	4,410,606 94	.33
49	Sonoma.....	3,968,458 93	190,660 75	141,127 54	216,809 42	7,094 35	4,524,150 99	13.73
50	Stanislaus.....	6,173,275 02	304,747 33	133,275 80	186,862 88	10,803 47	6,808,964 50	5.63
51	Sutter.....	1,078,381 50	35,473 22	20,505 41	24,016 89	1,964 44	1,160,341 46	1.71
52	Tehama.....	779,825 13	65,456 95	14,484 26	22,249 71	1,300 91	883,316 96	6.70
53	Trinity.....	228,261 16	40,169 25	8,304 07	11,066 98	361 02	288,162 48	2.52
54	Tulare.....	6,567,518 13	409,303 73	109,538 08	158,487 62	12,338 40	7,257,185 96	3.22
55	Tuolumne.....	487,199 70	39,002 16	4,047 27	6,003 17	771 04	537,023 34	10.96
56	Ventura.....	4,368,503 18	156,763 42	151,018 10	228,861 32	7,155 70	4,912,301 72	9.56
57	Yolo.....	1,587,049 31	49,390 23	69,462 85	96,365 80	2,938 57	1,805,206 76	12.48
58	Yuba.....	1,165,924 96	56,399 03	30,549 38	37,631 60	2,072 42	1,292,577 39	6.31
Totals.....		\$355,253,407 24	\$15,754,037 34	\$10,600,300 80	\$15,900,451 20	\$702,752 91	\$398,210,949 49	8.48

HIGHLIGHTS OF THE SANTA BARBARA CONFERENCE OF THE CALIFORNIA COUNCIL ON TEACHER EDUCATION

JAMES C. STONE, Specialist in Teacher Education,
Secretary-Treasurer of the Council

One hundred and fifty educators attended the spring conference of the California Council on Teacher Education which was held at the Mar Monte Hotel in Santa Barbara, March 31 through April 2, 1955. The Council, which has as its purpose the study and improvement of teacher education in the state, is made up of representatives from the accredited teacher-education institutions and various lay and professional organizations which have an interest in teacher education.¹ Officers of the Council are the following:

President: Arnold E. Joyal, President, Fresno State College

First Vice President: Vernon O. Tolle, Director, School of Education, University of Redlands

Second Vice President: Guy A. West, President, Sacramento State College

Secretary-Treasurer: James C. Stone, Specialist in Teacher Education, State Department of Education

Board of Directors: Virginia Barton, District Superintendent, Alisal Union Elementary School District, Salinas; Lloyd D. Bernard, Manager, Bureau of School and College Placement, University of California, Berkeley; Loretta Byers, Associate Professor of Education, University of California, Santa Barbara College; Rev. Paul J. Harney, Director of Teacher-Training Program, University of San Francisco; Peter L. Spencer, Professor of Education, Claremont Graduate School

Consultants: Charles E. Hamilton, Secretary, Commission on Teacher Education, California Teachers Association, San Francisco; Mrs. M. D. MacMillan, California Congress of Parents and Teachers, Inc., Sacramento; J. Burton Vasche, Associate Superintendent of Public Instruction, and Chief, Division of State Colleges and Teacher Education, State Department of Education.

Those attending the Santa Barbara conference participated in discussions on various topics concerned with accreditation, teacher preparation, recruitment, and certification, and heard reports from several of its established study committees. The highlights of the discussions and studies which are the subject of this article have been selected from the minutes of the various sessions for summarization under the following

¹ The following organizations are members of the California Council on Teacher Education: Association of California County School Superintendents; California Association of Adult Education Administrators; California Association of Independent Schools; California Association of School Administrators; California Association of Secondary School Administrators; California Association for Childhood Education; California Association for Health, Physical Education, and Recreation; California Association for Student Teaching; California Congress of Parents and Teachers, Inc.; California Council of Catholic School Superintendents; California Elementary School Administrators Association; California Junior College Association; California School Supervisors Association; California School Boards Association; California Student Teachers Association; Western College Association; and Western Institutional Teacher Placement Association.

headings: Credential Reform; White House Conference; Legislation on Higher Education; Substandard Credentials; Television and Teacher Education; Follow-up Study of Teacher Education; Recruitment Outcomes; Additional Studies; and Adoption of Constitution and Policies Handbook.¹

Credential Reform. The first meeting of the Committee on the Revision of the Credential Structure in California was held in conjunction with this conference of the Council. The committee consists of 14 members appointed by Superintendent of Public Instruction Roy E. Simpson and Council President Arnold E. Joyal, to develop a plan for reducing the number of types of credentials authorized for public school service in California. The following persons are members of the committee:

Lucien B. Kinney, Professor of Education, Stanford University, *Chairman*
 Irwin O. Addicott, Dean of Administration, Fresno State College
 Rev. James N. Brown, Superintendent of Schools, Archdiocese of San Francisco
 Charles E. Hamilton, Secretary, Commission on Teacher Education and Professional Standards, California Teachers Association
 Leslie W. Hedges, Principal, Bakersfield High School
 John A. Hockett, Professor of Education, University of California, Los Angeles
 George E. Hogan, Deputy Superintendent of Public Instruction, and Chief, Division of Departmental Administration, State Department of Education
 Ellis A. Jarvis, Assistant Superintendent, Secondary Division, Los Angeles Public Schools
 L. L. Jones, City Superintendent of Schools, Watsonville
 Carl D. Lundberg, Principal, Ashland School, San Lorenzo Elementary School District
 Mrs. M. D. MacMillan, Member, Sacramento City Board of Education, and Chairman, Teacher Education Committee, California Congress of Parents and Teachers, Inc.
 D. Russell Parks, Superintendent, Fullerton Elementary School District
 Lois Williams, Consultant, In-service Education, Montebello Unified School District
 James C. Stone, State Department of Education, *Secretary*

The committee began its work by studying the report on teacher education which appears in the "Restudy of the Needs of California in Higher Education."² The attention of the committee was centered around the following topics:

1. What purposes should certification serve?
2. How is certification related to accreditation and to programs of preparation?
3. What are the inadequacies of the present certification system?
4. What kinds of school services are needed under a certification system?
5. What do we need to know about good practices elsewhere?

¹ The text of conference proceedings in full is available in mimeographed form on request to the office of James C. Stone, Secretary-Treasurer of the Council, c/o State Department of Education, 721 Capitol Ave., Sacramento 14.

² "Draft of a Restudy of the Needs of California in Higher Education (As Authorized in Budget Item 109.5, 1953 Legislative Session)," Prepared for the Liaison Committee of the Regents of the University of California and the State Board of Education, . . . Sacramento; California, February, 1955 (mimeographed), Chapter III, Section J-5, pp. 117-52.

6. What kind of communication between the committee and various interested groups is needed?

A majority of the committee members indicated that they will attend the workshop on professional standards at Stanford University, August 8-19, 1955. This workshop is the fourth in a 1955 summer series on teacher education conducted by the University in co-operation with the Council and the California Teachers Association.

White House Conference. Plans for the Governor's Conference on Education to be held in Sacramento, September 30 and October 1, 1955, preliminary to the President's White House Conference on Education in Washington, November 30 and December 1, 1955, were presented to members of the Council at its second general session. Plans for these conferences were reported by Mrs. Jane Hood, Assistant to the Superintendent of Public Instruction, who had attended the meeting of the Governor's Planning Committee on March 30. Another member of the Council, James C. Stone, is a member of a subcommittee appointed by President Eisenhower to assist in the development of plans for the national White House Conference. The interest of Council members centered around the theme "How Can We Get Enough Good Teachers—And Keep Them?" which is one of the six problems identified for discussion at both state and national conferences.

The Council discussed its role in the forthcoming conferences, and President Joyal appointed a special committee¹ to outline the role of the Council in the development of these two conferences. The following special report, presented by this committee at the final general session, was adopted by the Council:

1. Institutions and organizations represented in this Council should be encouraged to sponsor local or regional conferences. These might be either one- or two-day conferences or a series of weekly conferences, either day or evening, on the various topics assigned to the committees of the Governor's Conference.
2. Any group interested in planning a conference should communicate with the Executive Chairman of the Governor's Conference on Education.
3. If any institution or group plans a conference, it should be primarily geared for the various organizations of the community.
4. Regularly scheduled summer workshops might devote some of their time to a consideration of the areas of study outlined for the White House Conference, might plan community participation for part of the workshop, such as during, preceding, or following the regular sessions.
5. Each delegate should secure as much information about the White House Conference as possible and communicate this through all possible channels.
6. Staff members from institutions and organizations should be encouraged to offer their services as consultants to lay organizations which might be planning a local or regional conference.

¹ The following were members of this special committee: J. Marc Jantzen, College of the Pacific Chairman; William Brownell, University of California, Berkeley; Lionel DeSilva, California Teachers Association, Los Angeles; Jane Hood, State Department of Education, Los Angeles; Ernestine Kinney, Occidental College, Los Angeles; Sister Mary Michael, Immaculate Heart College, Los Angeles; Mrs. A. Kenneth Spencer, California Congress of Parents and Teachers, Inc., San Gabriel; and Stephen Walker, Sacramento State College.

Legislation on Higher Education. George E. Hogan, Deputy Superintendent of Public Instruction, reviewed the legislation on higher education which was under consideration in the current session of the California State Legislature. He reported that approximately 6,000 bills had been presented and that, of this number, approximately 10 per cent dealt in one way or another with the field of education.

Of special interest to Council members was Assembly Bill 3034, introduced by Carlos Bee of Hayward, to legalize the State Board of Education's Committee on Accreditation and authorize the payment of travel expense of committee members.

There was some discussion of Assembly Bill 1368, introduced by Donald Doyle of Lafayette and Wallace B. Henderson of Fresno, which was expected to be amended to implement the recommendations of the "Restudy of the Needs of California in Higher Education" relating to the reorganization and administration of the state colleges.

Another bill of considerable interest to Council members was Assembly Bill 3375, appropriating \$600,000.00 for the fiscal year 1955-56 to be used for scholarships for students enrolled in a college or university accredited by the State Board of Education or the Western College Association.

Substandard Credentials. The provisional credential program was discussed by two Council committees—the Committee on Student Teaching¹ and the newly appointed Committee to Evaluate the Provisional Credential Program.² The study committee on student teaching was concerned with the increasing number of college students who accept teaching positions on provisional credentials apparently in order to avoid the student teaching requirement and the accompanying prerequisites.

The committee on the provisional credential was concerned about upgrading of standards and also about problems of evaluating the fitness

¹Members of the Student Teaching Committee are Loretta Byers, University of California, Santa Barbara, *General Chairman*; Harold H. Stephenson, Sacramento State College, *Northern Subcommittee Chairman*; Clinton C. Conrad, University of California, Berkeley; Ralph F. Evans, Fresno State College; Edward J. Griffin, University of San Francisco; Harry E. Griffith, Humboldt State College, Arcata; Myrtle Gustafson, Oakland Public Schools; Louise Langenbach, Office of El Dorado County Superintendent of Schools, Placerville; Willis H. Potter, College of the Pacific; Edward H. Redford, San Francisco Public Schools; Hubert H. Semans, State Department of Education; Alfred C. Jensen, San Francisco State College; Mrs. W. L. Riser, California Congress of Parents and Teachers, Inc., Oakland; William G. Sweeney, San Jose State College; and C. R. Timpany, Office of Santa Clara County Superintendent of Schools. John H. Bright, *Southern Subcommittee Chairman*, Whittier College; Mrs. Eugene C. Baker, California Congress of Parents and Teachers, Inc., La Habra; Jesse A. Bond, University of California, Los Angeles; Jane Hood, State Department of Education, Los Angeles; Wayne F. McIntire, Los Angeles State College; Manfred H. Schrupp, San Diego State College; Sister Mary Michael, Immaculate Heart College, Los Angeles; Rose Stelter, Los Angeles Public Schools; Russell L. Trimmer, Claremont Graduate School; and J. A. R. Wilson, University of California, Santa Barbara College.

²The following are members of the Exploratory Committee on Provisional Credentials: Glenn Kendall, Chico State College, *Chairman*; Glenn Barnett, University of California, Berkeley; Thomas A. Campbell, Los Angeles Public Schools; Myrtle Gustafson, Oakland Public Schools; John Horning, Berkeley Public Schools; Elizabeth Hudson, California School Boards Association, Long Beach; Herschel S. Morgan, State Department of Education; Delmar T. Oviatt, Los Angeles State College; and Bruce Walter, Office of Los Angeles County Superintendent of Schools.

of applicants for admission to teacher-education curriculums. This committee made the recommendation, for immediate consideration by the Commission of Credentials, that the requirements for provisional credentials be changed to provide that no new provisional credentials for full-time teaching be granted unless the applicant can meet the minimum standard established by the State Board of Education for the regular issuance of that type of provisional credential. This would remove that regulation which gives to a county board of education the power to waive the minimum requirements set by the State Board of Education if it is unable to secure a teacher who can meet the minimum standard.

The Committee also recommended that teachers on provisional credentials be permitted to take work towards regular credentials in accredited institutions outside of California as well as institutions within the state. This would broaden the present provision, which permits teachers employed on provisional credentials to enroll for study in California institutions only.

Television and Teacher Education. At the second general session of the Council, a presentation on educational television and its implications for teacher education was made by the Council's committee.¹ Its report detailed the experimental work being done in educational television both by public schools and colleges in California as well as throughout the United States.

Of special interest to Council members was the description of the use being made of television to increase the effectiveness of programs of teacher preparation. For example, it was reported that television is being employed at Michigan State University and at Chicago Teachers College to bring to the college campus a view of public school classes which teacher candidates can thus observe in operation while attending a class in teacher education.

The use of television to teach music in the elementary schools of Washington, D.C., was reported as an experiment resulting from the fact that the schools had been unable to secure elementary teachers who were competent to handle this phase of the elementary instructional program. The teaching of music on television by a master teacher was reported to have been more effective than the teaching of music by the individual elementary teachers. The extensive use of television in the San Diego public schools and in a number of schools in Alameda County was also reported.

¹ The following are members of the Committee on Television and Teacher Education: Fred Harclerod, San Jose State College, *Chairman*; Margaret W. Divizia, Los Angeles Public Schools; Paul deH. Hurd, Stanford University; Francis W. Noel, State Department of Education, Sacramento; Vaughn Seidel, Alameda County Superintendent of Schools, Oakland; and Lonnie T. Vanderveer, George Pepperdine College, Los Angeles.

Follow-up Study of Teacher Education. The Committee on the Adequacy of Teacher Education¹ presented a completed study on one aspect of the problem of the adequacy of teacher education—that of the practices used by California colleges and universities in their follow-up of graduates.

The report indicated that although all institutions had some sort of a follow-up program, few had a sustained co-ordinative program which included all education graduates. A report prepared by a subcommittee under the chairmanship of Irving Mather, Professor of Education, Santa Barbara College, University of California, concludes with the following guidelines for an institutional follow-up program.

GUIDELINES FOR A FOLLOW-UP PROGRAM

1. *All graduates who are teaching should be "followed up" from the parent institution.* Although it would seem to be desirable for each institution to "follow" all of its graduates out into the field for a period of several years after graduation, yet it is of particular importance that groups involved in teacher education should be concerned about the success of all graduates who obtain teaching credentials.
2. *The follow-up program should be a co-operative endeavor.* A satisfactory follow-up program can only be established by the co-operative endeavors of the college, the graduate, the employer and, in some instances, the community.
3. *The college should be represented by (a) an officer of placement service, and (b) one or more members of the Education department.* The members from the Education department would probably be in an administrative position. It is significant that some institutions designate additional Education faculty, particularly those who teach methods courses, to represent the department in the analysis of certain aspects of the program.
4. *Use of both questionnaire and personal visitation should provide accurate and necessary information.* Available techniques for obtaining a complete analysis of the adequacy of preparation and the effectiveness of the teaching graduate in any particular position are of two kinds. Only through the use of both types may a thorough study be made. (A) One of these procedures involves the use of two forms of questionnaire: (a) that which is sent to school officials concerning a rating of the competence of the teacher in that school district, and (b) that which is sent to the teaching graduate to cover the attitudes toward and use of preservice training. (b) A second method of obtaining information relative to the ability of the teacher is through an official and extensive visitation schedule by faculty of the graduate's institution. College authorities who are in the best position to utilize obtained data for the greatest improvement of preservice training and suitable placement should be assigned to this activity. One suggestion

¹ The following are members of the Committee on the Adequacy of Teacher Education: Lloyd D. Bernard, University of California, Berkeley, *Chairman*; Sister M. Adele, Dominican College, San Rafael; James W. Bradfield, Sacramento State College; Howard S. Bretsch, University of California, Berkeley; Reed L. Buffington, East Contra Costa Junior College, Concord; Robert N. Bush, Stanford University; Norma Ciochon, California Teachers Association, San Francisco; A. B. Campbell, Berkeley Public Schools; Chester G. Carlisle, Tamalpais Union High School District, Mill Valley; Daniel T. Dawson, Stanford University; Ella Mae Helder, California Association for Childhood Education, Los Angeles; Victor M. Houston, Chico State College; Ferd J. Kiesel, Mt. Diablo Unified School District, Concord; George Koester, San Diego State College; Ronald Linn, Oakland Public Schools; Frank L. Lucas, San Rafael Public Schools; Irving A. Mather, University of California, Santa Barbara College; Virgil L. McPherson, Chapman College, Orange; Sister Mary Michael, Immaculate Heart College, Los Angeles; Robert E. Morrill, San Lorenzo Elementary School District; Ward M. Nichols, San Francisco Public Schools; Ronald Notley, Hayward Elementary School District; Nicholas Ricciardi, Armstrong College, Berkeley; James B. Riley, Napa County Superintendent of Schools; Otto I. Schmaelzle, San Francisco Public Schools; Donald R. Sheldon, Stockton Public Schools; Alexander R. Smith, San Leandro Unified School District; Joe Smith, San Francisco State College; Margaret Sutherland, University of California, Davis; Joseph C. Trainor, Humboldt State College, Arcata; Lloyd K. Wood, City Superintendent of Schools, Santa Rosa; and William Woolworth, Albany Public Schools.

relative to school visitation is that faculty engaged in teaching only the general subjects be permitted or urged to visit some of the graduates and become more aware of modern teaching needs.

5. *Questionnaire data should be obtained and visitations arranged for the first, third, and fifth years.* Visitations and/or questionnaires should be planned for the most appropriate time during the first year of teaching, usually the spring semester. Such a schedule should allow (1) school officials the necessary time to observe the abilities and competencies exhibited, and (2) teachers to become familiar with duties and requirements of the position. It is recommended that additional follow-ups be made during the third and fifth years of teaching, at the most convenient time.
6. *Workshops, conferences, or problem evaluation should be held annually at the graduate's college.* More recognition should be granted to a "back to campus" day for the first-year graduate. This program calls for this day to be used for workshops, conferences, evaluation, or discussion of teaching problems. This has proved to be an excellent instrument for ascertaining the needs of the graduates as well as the strengths and weaknesses of the preservice and placement programs. The most appropriate time should be left to each college to determine.
7. *A continuous reappraisal of procedures, techniques, content, and placement should be evolved.* Both the Education faculty and placement officials should evaluate each set of data so that a continuous and immediate reappraisal of procedures, techniques, content, and selection is developed. Data obtained by means of questionnaire, visitation, and/or workshops and conferences are of little value unless they are to be used to produce a more adequately prepared teacher and to assist school officials in better placement of the graduates.
8. *Students in preservice training should be made aware of the importance of and opportunity to assist in follow-up programs.* Co-operation by the graduates will be more assured if outgoing seniors are advised of the nature, extent, and value of the follow-up program, with suggestions concerning opportunities to assist in conducting it.

Recruitment Outcomes. The Committee on Teacher Recruitment and Selection¹ discussed reports of effective recruitment work being done in various areas of the state. Ray Johnson, Riverside County Superintendent of Schools, reported on a teacher-education day held at Redlands University at which more than 300 high school boys and girls and junior college students who had professed an interest in education came together to observe classes in which student teaching was being conducted and to see other aspects of a teacher-education program. Another example was given by William Burkhard, City Superintendent of Schools, Sacramento, in which the California Congress of Parents and Teachers, Inc., is to sponsor education study groups in the Sacramento schools,

¹ Members of the Committee on Teacher Recruitment and Selection are Stephen L. Walker, Sacramento State College, *Chairman*; James R. Barlow, California Student Teachers Association, San Luis Obispo; Virginia Barton, District Superintendent, Alisal Union Elementary School District, Salinas; Paul B. Baum, La Verne College; Aubrey L. Berry, University of California, Los Angeles; Edwin J. Brown, University of Santa Clara; William J. Burkhard, City Superintendent of Schools, Sacramento; A. C. Butterfield, San Bernardino Valley College; Rosalind Cassidy, University of California, Los Angeles; Cora Coonan, California School Boards Association, San Francisco; Rev. Darrell F. X. Finnegan, Loyola University of Los Angeles; Eleanor Fontes, California Teachers Association, Capitola; Ray W. Johnson, Riverside County Superintendent of Schools; John Kegler, Los Angeles City Schools; Ernestine Kinney, Occidental College, Los Angeles; Mrs. R. J. Matheison, California Congress of Parents and Teachers, Hayward; Barbara L. Morris, California Association for Student Teaching, Los Angeles; Mrs. Marvin Owen, California Congress of Parents and Teachers, North Hollywood; Jean Patton, California Teachers Association, Madera; Marion O. Pease, College of the Pacific, Stockton; Morrow Stough, San Diego State College; Jane Thompson, Long Beach State College.

with counselors and teachers working with the California Congress of Parents and Teachers to encourage club participants to enter teaching.

The remainder of the meeting of the recruitment committee was devoted to a review and revision of the statement of outcomes of the recent series of recruitment clinics held in five areas of the state, sponsored by the California Council on Teacher Education, the State Department of Education, the California Teachers Association, the California School Boards Association, and the California Congress of Parents and Teachers. A final report of the clinic programs and the suggestions for action which resulted has been published by the California Congress of Parents and Teachers.¹

Additional Studies. Other studies were reported at the Council meeting by the various committees at work on them, including the Committee on Social Foundations in Teacher Education (Roderick Langston, Co-ordinator of Elementary Teacher Education, Los Angeles State College, *chairman*); the Planning Committee (L. L. Jones, Superintendent of City Elementary Schools, Watsonville, *chairman*); and the Committee on Relation of the Junior College to Teacher Education (J. Marc Jantzen, Dean of the School of Education, College of the Pacific, *chairman*).

Adoption of Constitution and Policies Handbook. A milestone in the ten-year history of the Council was the adoption, at the business meeting on March 31, 1955, of a new constitution and a handbook of policies and procedures.² The new constitution, which appears as an appendix to the minutes, restates the purpose of the Council in such a way as to indicate its official relationship to the State Department of Education and changes the basis of financing the Council's activities by placing the assessments directly upon the institution or organization affiliated with the Council rather than by means of dues collected from individual delegates.

The "Handbook of Policies and Procedures" explains how the Council functions, and includes the statement of agreement between Superintendent of Public Instruction Roy E. Simpson and the Council regarding the Council's role as an advisory body to the State Department of Education and as the officially recognized agency for reviewing recommendations affecting requirements for credentials. The full text of the statement of agreement follows.

¹ *The California Series of Teacher Recruitment Clinics.* [Los Angeles: California Congress of Parents and Teachers, Inc.], May 1, 1955. Pp. 16.

² "Handbook of Policies and Procedures, for Use by Officers, Committees, and Members." Adopted April 1, 1955. Sacramento 14: California Council on Teacher Education, Office of the Council Secretary (c/o State Department of Education, 721 Capitol Ave.), 1955: Pp. 24 (reproduced from typewritten copy).

AGREEMENT BETWEEN THE STATE DEPARTMENT OF EDUCATION AND THE
CALIFORNIA COUNCIL ON TEACHER EDUCATION

Certification of personnel for service in the public schools is the legal responsibility of the State Superintendent of Public Instruction and the State Board of Education. The Council is the only agency completely representative of all organizations concerned with the education and certification of teachers in California. It includes all the teacher education institutions, for which any change in credential requirements means a change in programs. Likewise, it includes all professional and lay organizations concerned with teacher education. Rather than have the State Department of Education establish a separate committee to study each credential program, it is agreed that the Council should be utilized for this purpose. The procedure mutually agreed upon is as follows:

When a person or group initiates a request regarding certification to the official agency—the State Department of Education—the State Superintendent of Public Instruction shall refer such request to the Council on Teacher Education. When appropriate, the Council in co-operation with the State Superintendent, shall appoint a special credential revision committee. Credential revision committees, in studying their problems, will attempt to find answers to the following questions:

- (1) What are the functions which teachers perform in California public schools?
- (2) What qualifications (knowledge, skills, abilities, etc.) do teachers need to perform successfully the services authorized by the credential under study?
- (3) What training and/or experience most readily develops the kind of competence needed?
- (4) What data-gathering or job-analysis procedures will aid in securing answers to these questions?
- (5) How can credential requirements be formulated to insure the development of the required degree of competence?

It shall be the responsibility of each committee member to keep his parent organization informed about the work of the committee and to reflect to the committee the organization's point of view. The final reports and recommendations of the committees shall be reported to the Council for its consideration and recommendation. After action by the Council, the recommendations shall be forwarded to the State Superintendent of Public Instruction for consideration. When appropriate, the State Superintendent shall publish a tentative report of the work of the committees for the purpose of securing reactions from other individuals and groups prior to final consideration by the Commission of Credentials and the State Board of Education.

In the light of the above agreement with respect to credential revision, and as a statement of policy and working agreement between the State Department of Education and the California Council on Teacher Education, the following additional understandings are mutually accepted and endorsed:

1. The California Council on Teacher Education is regarded as the creation of the State Department of Education and as an adjunct to it with particular responsibilities mutually agreed upon and published in a procedural handbook for the guidance of members of the Council;
2. A co-operative working relationship between the State Department of Education through the State Superintendent of Public Instruction and the California Council through the Board of Directors is established and maintained with liaison through the Secretary-Treasurer of the Council who always will be a member of the staff of the State Department of Education;
3. The State Department of Education accepts responsibility for supporting the Council to the extent of providing the services of the Secretary-Treasurer, providing secretarial assistance, mimeographing, and similar services—thereby making it possible for the Council to operate at minimum charges to the membership;

4. The Council is regarded as the initiating body for any proposed action or movement looking toward the revision of requirements for credentials and rules and regulations relating to their administration so far as fundamental policy is concerned, it being recognized that the relationship is purely advisory and that the State Superintendent of Public Instruction and the State Board of Education are exclusively responsible for enacting credential regulations; and
5. The State Department of Education and the Council understand and mutually agree that the Council's purposes, so far as its administrative relations to the State Department are concerned include conferring and advising with the State Department on any and all problems relating to the education of teachers, and the formulation of recommendations to the State Department and the State Board of Education. It is also agreed that the Council shall serve in an advisory capacity to the State Department on any other matter relating to the education of teachers in California.

The fall meeting of the California Council on Teacher Education will be held at the Hacienda Motel in Fresno, November 3, 4, and 5, 1955. Its spring conference in 1956 will be held at the Mar Monte Hotel in Santa Barbara on April 5, 6, and 7, 1956.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENTS TO STAFF

MRS. DOROTHY TERRIS has been appointed Vocational Rehabilitation Officer in the Oakland district office of the Bureau of Vocational Rehabilitation. Mrs. Terris holds the A.B. degree from New York University and has done graduate work at Hunter College of the City of New York and at San Francisco State College. For the past six years she has been employed by the Public Welfare Department of San Francisco as child welfare and social worker.

HARRY M. DAVIDSON has been appointed Credentials Technician in the Division of State Colleges and Teacher Education with headquarters in Sacramento. Mr. Davidson is a graduate of the University of California and holds the master's degree in fine arts from Yale University. He has attended summer sessions at the University of Washington, University of California, San Francisco State College and San Jose State College, and has had several years of experience in teaching speech, drama, and English in New York and California. Recently he has been employed as claims interviewer for the California State Department of Employment and driver's license examiner for the Department of Motor Vehicles.

ADOPTION OF REGULATIONS BY SUPERINTENDENT OF PUBLIC INSTRUCTION

Special Physical Education Classes for Physically Handicapped Minors. The Superintendent of Public Instruction, acting under the authority of Education Code Section 9613, added Article 20.1 to Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code, consisting of Sections 194 to 194.4, relating to special physical education classes for physically handicapped minors (effective July 1, 1955), to read as follows:

Article 20.1. Special Physical Education Classes for Physically Handicapped Minors

194. *Special Physical Education Classes for Physically Handicapped Minors Defined.* A special physical education class for physically handicapped minors, the expense of which may be reported as excess current expense of education, pursuant to Education Code Section 7101.1, is a remedial type of class composed of eligible pupils enrolled in a regular school program, but who have physical handicaps so severe as to prevent normal participation in regular physical education classes or physical education classes designed to meet the needs of pupils with minor physical defects, and to necessitate their assignment for not less than eight school

weeks to such classes. Such classes shall be taught by teachers qualified to give special instruction in physical education.

194.1. *Eligibility of Pupils.* A pupil may be assigned to a special physical education class as defined in this article if, upon diagnosis by a licensed physician, he is found to have one or more of the following conditions:

(a) Serious impairment of his locomotion by crippling due to infection, including but not limited to bone and joint tuberculosis, poliomyelitis, and the like; or to birth injury, including but not limited to Erb's palsy, bone fractures, and the like; or to congenital anomalies, including but not limited to congenital amputation, club-foot, congenital dislocations, spinal bifida, and the like; or to trauma, including but not limited to amputations, burns, and fractures, and the like; or to tumors, including but not limited to bone tumors, bone cysts, and the like; or to developmental diseases, including but not limited to coxa plana, spinal osteochondritis, and the like; or to other crippling conditions, including but not limited to fragile bones, muscular atrophy, muscular dystrophy, Perthes' disease, and the like; or

(b) Severe sensory impairments; or

(c) Severe cardio vascular respiratory, or glandular conditions; or

(d) Severe postural difficulties or other disabling conditions; or

(e) Other severe disabling physical conditions.

194.2. *Admission.* Eligible pupils shall be assigned to or removed from a physical education class for physically handicapped minors by the chief executive officer of the school district or other district employee designated by him or by the county superintendent of schools or a member of his staff designated by him upon the recommendation of an admissions committee composed of:

(a) The school physician, if there is one,

(b) The physical education teacher,

(c) The nurse or health co-ordinator, if either exists,

(d) The special education teacher, or counselor or guidance representative, if either exists,

(e) Any other certificated employees designated by said chief executive officer or county superintendent.

194.3. *Size of Classes.* The maximum enrollment for any special physical education class for physically handicapped minors shall be 20 pupils. This limitation may be exceeded only upon written approval of the Superintendent of Public Instruction.

194.4. *Excess Expense. Definitions.* (a) "Excess current expense of education" for special physical education classes for physically handicapped minors is the total expense incurred in instruction, auxiliary services, and operation and maintenance of the school plant necessary to the conducting of the classes defined in this article.

(b) "Expense of instruction" for the purposes of this section includes only:

(1) Salaries of teachers employed to teach physically handicapped pupils in special physical education classes if such teachers are in addition to the number of teachers of physical education which the district normally employs under the teacher-pupil ratio for its regular physical education programs, including physical education classes designed to meet the needs of pupils with minor physical defects.

(2) That portion of the salaries of supervisors or co-ordinators attributable solely to co-ordination and in-service education of teachers of the classes defined in this article.

(3) The cost of reasonable and necessary teacher travel from school to school.

(4) The cost of instructional supplies which are peculiar to the classes defined in this article and those usually provided all pupils in physical education when provided in unusually large numbers or amounts to the physically handicapped in special physical education classes conducted pursuant to this article.

(c) "Expense of auxiliary services" for the purposes of this section includes nursing and medical services which are peculiar to the physical education program for physically handicapped pupils in such classes and medical and nursing services in excess of those necessary for regular physical education programs, including physical education classes designed to meet the needs of pupils with minor physical defects.

(d) "Expense for operation and maintenance" for the purposes of this section includes only those expenses incurred for operation and maintenance of special school plant facilities which would not be operated and maintained if the classes defined in this article had not been established.

INTERPRETATIONS OF LAW

APPLICABLE TO SCHOOLS

LAURENCE D. KEARNEY, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

OPINIONS OF THE UNITED STATES SUPREME COURT

Refusal to Answer Question of Congressional Committee

The following summary is presented because of the bearing that the holding in this case may have upon questions which may be asked under the Dilworth Act of a teacher by a governing board concerning membership in a Communist or other subversive organization, as well as to such inquiries which may be made by a California legislative investigating committee. A witness appearing, pursuant to subpoena, before a subcommittee of the Un-American Activities Committee of the House of Representatives was asked questions concerning his alleged membership in the Communist Party. He stated that he "declined to discuss with the committee questions of that nature" and referred to the First Amendment and the Fifth Amendment. The committee did not overrule the objection nor direct him to answer. He was later convicted of a contempt of Congress as a witness "who . . . refuses to answer any question pertinent to the question under inquiry." On appeal, the Court of Appeals for the District of Columbia Circuit reversed the conviction and remanded the case for a new trial. The witness petitioned the United States Supreme Court for a writ of certiorari claiming that he should have been acquitted on the grounds that (1) he had clearly claimed the privilege against self-incrimination, i.e., the Fifth Amendment, and (2) he had not refused to answer for the committee had not directed him to do so. The United States Supreme Court directed a judgment of acquittal. The court held that the references made by the witness to the Fifth Amendment were sufficient to invoke the privilege against self-incrimination. It held that a witness need not claim the privilege against self-incrimination accorded by the Fifth Amendment in any specific words, but that if an objection to a question is made on that ground in any language that a committee may reasonably be expected to understand as an attempt to invoke the privilege it must be respected by the committee. "The privilege against self-incrimination is a right that was hard-earned by our forefathers. . . .

To apply the privilege narrowly or begrudgingly—to treat it as an historical relic, at most merely to be tolerated—is to ignore its development and purpose.”

Furthermore, a deliberate, intentional refusal to answer was not shown. To show such a refusal, the committee should overrule the objection made by the witness and direct him to answer. Otherwise, the witness is left to guess whether or not the committee has accepted his objection. (*Quinn v. United States*, 75 S.Ct. 668.)

School Segregation

The United States Supreme Court remanded the school segregation cases to the lower courts with instructions to require, in accordance with principles of equity, the defendants to make a prompt and reasonable start toward complying fully with the court's decision rendered May 17, 1954 (347 U.S. 483; 347 U.S. 497), that racial segregation in the public schools is unconstitutional. The Court noted that substantial steps to eliminate such segregation had already been taken in some of the communities in which the cases arose and also in some other states, but that the defendants in the cases arising in South Carolina and Virginia awaited the court's decision concerning relief. The lower courts, in determining whether additional time is necessary to comply with the ruling, were authorized to consider administrative problems, the school transportation system, personnel, revision of school districts and attendance areas, revision of local laws and regulations, and the adequacy of district plans to effect a transition to nonsegregated schools. All deliberate speed was required of the parties to the action. (*Brown v. Board of Education of Topeka, etc.*, and other cases, 75 S.Ct. 753).

OPINIONS OF CALIFORNIA ATTORNEY GENERAL

Bible Reading and Prayers in Public Schools

Use of the Bible for religious purposes in public schools is prohibited by Section 4 of Article I and Section 8 of Article IX of the California Constitution. “. . . reading the sacred writings of the Christian religion in public school classrooms would constitute a governmental preference in favor of Christianity, thus denying to other religions the absolute impartiality commanded by Section 4 of Article I.” The Bible may, however, be used for reference, literary, historical, or other nonreligious purposes.

The Gideon Bible may not constitutionally be distributed through facilities of the public school system, for such distribution would indicate state endorsement and would constitute a religious preference.

Religious prayers to a Supreme Being may not be made a part of the curriculum of the public schools. Even atheists and agnostics are protected in their beliefs by the Constitution.

"It must be clearly understood that the constitutional provisions herein discussed are in no way to be interpreted as opposed to religion or to religious education. . . . Children, as they become aware of the religious differences of our people, should be made to understand the true character of the public school's religious neutrality; the omission of religious services from the public school curriculum should never be allowed to assume the appearance of state hostility to religion." (AGO 53-266; 25 Ops. Cal. Atty. Gen. 316.)

FOR YOUR INFORMATION

ANNUAL CONFERENCE OF AMERICAN PSYCHOLOGICAL ASSOCIATION

The 1955 Annual Conference of the American Psychological Association will be held in San Francisco from September 1 through September 8. Headquarters for the conference will be at the St. Francis and Sheraton Palace hotels.

The Division of School Psychologists will meet at the Sir Francis Drake Hotel. Programs of this division will include symposiums on "Gifted Children" (September 1, 1:30-5:00 p.m.); "The Personality of the Teacher" (September 3, 8:40 to 10:40 a.m.); and "Interprofessional Relations Between the Guidance Counselor and the School Psychologist" (September 3, 1:30 to 3:30 p.m.).

UNITED STATES SCHOLARSHIPS FOR STUDY ABROAD

Competitions for U.S. Government scholarships for graduate study abroad in 1956-57 are now open, according to announcements of June 12 by the Institute of International Education, 1 East 67th St., New York City. A brochure describing overseas study awards under the Fulbright Act and the Buenos Aires Convention for the Promotion of Inter-American Cultural Relations has recently been published by the Institute. Application blanks are available at that agency and in the offices of Fulbright advisers on college and university campuses.

Countries where U.S. graduate students may study under the Fulbright Program are Australia, Austria, Belgium and Luxembourg, Burma, Ceylon, Chile, Denmark, Finland, France, Germany, Greece, India, Italy, Japan, the Netherlands, New Zealand, Norway, the Philippines, and the United Kingdom.

This is the first year in which awards have been available in Chile under the Fulbright Act. In the Asian countries—Burma, Ceylon, India, Japan, and the Philippines—as well as in Greece, only a limited number of grants are available, and mature, graduate candidates are preferred. The grants for Ceylon are partial only and supplement two awards offered by the University of Ceylon.

Countries participating in the Buenos Aires Convention Program are Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Guatemala, Haiti, Mexico, Nicaragua, Panama, Paraguay, Peru, and Venezuela.

Eligibility requirements for the foreign study fellowships are (1) United States citizenship; (2) a college degree or its equivalent at the

time the award is to be taken up; (3) knowledge of the language of the country sufficient to carry on the proposed study; (4) age 35 years or under; and (5) good health.

Awards under the Fulbright Act are made entirely in the currencies of participating countries abroad. This Act authorizes the use of foreign currencies and credits acquired through the sale of surplus property abroad for educational exchanges. The awards cover transportation, expenses of a language refresher or orientation course abroad, tuition, books, and maintenance for one academic year. Awards under the Buenos Aires Convention include transportation provided by the U.S. Government, and tuition and maintenance allowances provided by the host governments.

These programs will give almost 1,000 American citizens the chance to study abroad during the 1956-57 academic year. Since the establishment of these programs, more than 4,600 American students have received grants for study abroad. Competition for 1956-57 awards closes October 31, 1955.

FORD FOUNDATION FELLOWSHIPS FOR 1956-57

The Ford Foundation has announced that it will offer fellowships for the academic year 1956-57 for study and research on foreign areas. These fellowships will be available to persons under 40 years of age for graduate or post-doctoral work in the social sciences or humanities that pertains to Africa, Asia and the Near East, and the Soviet Union or Eastern Europe. Study and research may be undertaken in the United States or abroad beginning as early as the summer of 1956.

The purpose of the fellowship program, which is beginning its fifth year, is to help create a more adequate supply of Americans trained to deal professionally with matters regarding the selected foreign areas. It is part of a broader Foundation program to increase international understanding and enable the United States to discharge better its international responsibilities.

Applications will be accepted through December 15, 1955. Details and application forms may be obtained by writing to the Ford Foundation, Foreign-Area Fellowship Programs, 477 Madison Avenue, New York 22, N.Y.

The African Fellowships for 1955-56 were granted to 10 graduate students and four more advanced scholars. Thirteen of them will spend all or part of the fellowship term in Africa itself. Among them are the following Californians:

Eugene P. Dvorin, Public Administration Analyst, Bureau of Governmental Research, University of California, Los Angeles

Robert G. Gregory, 14751 East Teton Drive, Puente, California

John S. Galbraith, Associate Professor of History and Chairman, History Department, University of California, Los Angeles

Sixty-four fellowships have been granted for study and research on Asia and the Near East in 1955-56. Of the recipients, 35 are new applicants and 29 are already studying under previous grants. The following Californians are among them:

Scott R. deKins, 2020 Amherst, Palo Alto, California
Donald G. Gillin, 568 Ringwood Road, Menlo Park, California
Gene A. Gregory, 1861 Maria Court, Modesto, California
William P. Malm, 4957 Melrose Avenue, Los Angeles, California
Marvin W. Mikesell, 10415 St. Andrews Place, Los Angeles, California
Edmund B. Ord, 1632 Grant, Berkeley, California
Robert G. Spiegelman, 580 Spruce Street, San Francisco, California
Gilbert D. Totten, 1378 North Garfield Avenue, Pasadena, California

Fifty-four fellowships were granted for study and research on the Soviet Union and Eastern Europe in 1955-56. Five Californians are in this group:

Charles Jelavich, 843 Oxford Street, Berkeley, California
Donald M. Lowe, 2226 Parker Street, Berkeley, California
John Mersereau, Jr., 2476 Hilgard Avenue, Berkeley, California
Richard L. Plunkett, Jr., 1045 Balboa Avenue, Burlingame, California
Benjamin N. Ward, 2120-B Parker Street, Berkeley, California

GRADUATE STUDY IN MEXICO

Graduate fellowships for study in Mexico during 1956 will be offered to American students by the Mexican Government, according to an announcement made in June by Kenneth Holland, President of the Institute of International Education, 1 East 67th St., New York City.

The awards, which are given through the Mexico-United States Commission on Cultural Co-operation, are for the academic year beginning March 1, 1956.

Eligibility requirements are U. S. citizenship, knowledge of Spanish, a good academic record, a valid project or purpose, and good health.

Fields of study especially recommended for graduate candidates are architecture, Indian and physical anthropology, ethnology, archeology, museography, art (painting, for advanced students), biological sciences, Mexican history. Candidates with an M.D. degree may receive special training at the National Institute of Cardiology and the Institute of Tropical Medicine, Mexico City.

Applicants may write for information to the U.S. Student Department of the Institute of International Education, the agency which administers the Mexican Government awards.

SCIENCE TALENT SEARCH, 1956

The fifteenth annual Science Talent Search will be conducted for high school seniors of 1956 by Science Clubs of America, a Science Service activity. The contest is sponsored by the Westinghouse Educational Foundation, an organization endowed by the Westinghouse Electric Corporation for the purpose of promoting education and science.

A total of \$11,000 has been made available to provide one scholarship of \$2,800, one of \$2,000, eight of \$400 each, and \$3,000 to be awarded in various amounts at the discretion of the judges. Contestants must pass an examination in December, 1955, which tests their ability in science, and must submit a report of about 1,000 words on the subject, "My Scientific Project." Forty boys and girls will win all-expense trips to the Science Talent Institute held in Washington in the spring of 1956, and the scholarship winners will be chosen from this group.

Detailed rules and regulations will be available at the beginning of the school year 1955-56. A 46-page booklet entitled *Thousands of Science Projects*, which lists titles of projects completed by contestants in recent years, is available at 25 cents for a single copy, or \$1.00 for 10 copies, prepaid. Copies of previous examination questions, with answers, are also available from Science Clubs of America, 1719 N Street, N.W., Washington 6, D.C.

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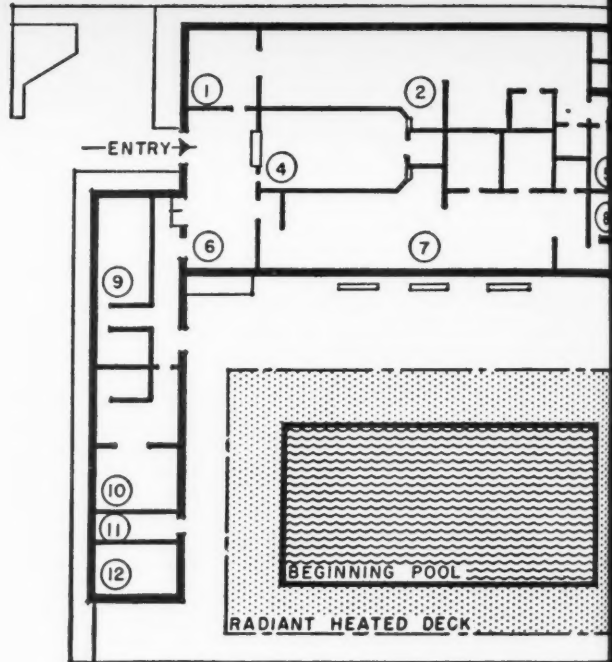
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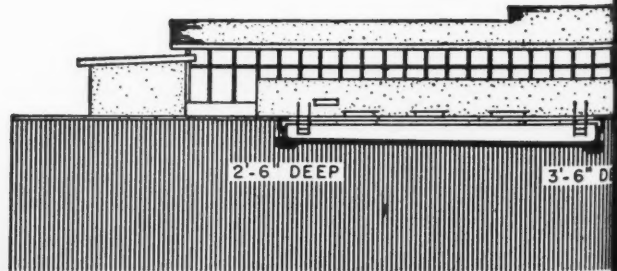
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- Powder Room with Hairdryers 1
- Women's Showers and Dressing Room 2
- Instructors' Dressing Room 3
- Check Room 4
- Women's Toilets 5
- Lobby 6
- Men's Showers and Dressing Room 7
- Men's Toilets 8
- Fathers with Children 9
- Mothers with Children 10
- Storage Room 11
- Heater Room 12



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SECTION